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ABSTRACT

Described is a one-day program providing those persons implementing Individually Guided Education (IGE) programs with a simulated experience of applying an Instructional Programming Model (IPM) to a curricular area. The goal is to develop the major concepts and skills necessary to operationalize an IPM. Information is provided on the program purposes, content, activities, resources, and history of development. Ordering information about the products needed for the program and a critique are also included. (JD)

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ED166157

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: ONE-DAY INSTRUCTIONAL PROGRAMMING WORKSHOP

Publication Date(s): March, 1976

Intended Users: Unit teachers, unit leaders and principals who are involved in implementing Individually Guided Education (IGE)

Grade Level(s): Elementary school

Number: Group

Primary Focus: The intent of this program is to provide those implementing IGE programs with a "simulated experience of applying an Instructional Programming Model (IPM) to a curricular area."

School subject(s) and/or inservice topic(s) covered:

The inservice topic discussed in this program is Individually Guided Education, particularly the Instructional Programming Model.

What participant does in using the materials:

Participants attend a one-day workshop which lasts approximately eight hours. The workshop is divided into 21 mini-sessions, each of which is followed by a simulation session. Participants read handouts correlated to each session, and view filmstrips and transparencies.

Resources:

The developer notes that, "If one average-sized school staff (approximately three to five units) participates, a minimum of one workshop staff member is necessary." Materials for handouts must be reprinted and distributed; a room large enough to accomodate the group is needed; and the appropriate audiovisual equipment must be secured.

Describer critique:

Because of the one-day design of the workshop, the program is necessarily intensive and fast-paced. Trained IGE implementors are needed, in numbers appropriate to the size of the training group. These attributes make the program demand considerable input from users in the way of logistical arrangements. The program, to its credit, is very thorough and well-structured and should be very useful to those at an advanced stage of implementing IGE.

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1.0 PURPOSES:

Rationale

The developers explain the rationale for the program as follows: "The One-Day Instructional Programming Workshop has been designed to provide the participants a simulated experience of applying the IGE Instructional Programming Model (IPM) to a curricular area. Participation in this workshop will help unit teachers, unit leaders, and principals develop the major concepts and skills necessary to operationalize the IPM."

Goals

It is the intention of the developers that, through the workshop, "the participant will gain basic IPM concepts as well as an understanding of the responsibilities of the I&R unit (Instruction and Research unit) and IIC (Instructional Improvement Committee) and an understanding of the communication flow between the I&R unit and the IIC that is not necessary to implement the IPM."

Objectives

The following "workshop objectives" are outlined by the developer:

"1. The participant will complete the parts of the Instructional Programming Worksheet for a given curricular area by:

   a. stating an educational objective

   b. establishing specific instructional objectives, estimating the range of these instructional objectives attainable for subgroups of students, and identifying I&R unit responsibilities for instruction related to these instructional objectives

   c. developing schoolwide guidelines and strategies for assessment

   d. identifying record-keeping techniques and developing schoolwide record-keeping guidelines for setting specific instructional objectives for each student

   e. planning for the implementation of an instructional program

   f. identifying the use of postassessment data

2. The participants will engage in IIC and I&R unit communication activities which are designed to facilitate the decision-making processes associated with implementing the IPM."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program is outlined in a 134-page soft-cover booklet titled, "One-Day Instructional Programming Workshop." In addition to it, users need:

- Resource File (IGE Performance Objectives)
- Individually Guided Elementary Education: Concepts and Practices (a 376-page text)
- IGE Implementor's Manual (a 300-page looseleaf notebook)

Materials required, but which do not come with the package, include:

- "Instructional Programming for the Individual Student" (filmstrip - available from Addison-Wesley Publishing Co., Reading, Mass.)
- "Educational Objectives" (filmstrip - available from Vimcet Associates, Box 24712, Los Angeles, California 90024)
- IPM Transparencies (set of 10 - available from CCL Document Service, 1025 West Johnson Street, Madison, Wisconsin 53706)

Sequence

A very structured agenda has been designed which proceeds in sessions of approximately 15-30 minutes each. There are 21 sessions in all and the booklet outlines each in terms of grouping patterns, time, objectives and needed resources.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The developer describes the workshop format: "Each session of the workshop focuses on one step of the IPM. For each step, there is an instructional mini-session to introduce the basic concepts and operational skills associated with the step. Each instructional mini-session is followed by I&R unit and IIC simulation sessions. During these simulation sessions the participants make instructional decisions and employ IIC to I&R unit and I&R unit to IIC communication channels." Learning activities related to these tasks include reading (handouts) and viewing of filmstrips and transparencies.

3.2 Help given in use of product:

The program facilitators must be experienced IGE implementors. (Names of trainers may be acquired from a booklet provided by the Wisconsin Research and Development Center titled "Directory of IGE Implementors and Coordinators.")

It should be noted that the developers assume a readiness level of participants which requires that: "1) Each participant understands the major concepts of the IPM. 2) Each participant understands the organization and operation of the multi-unit school. 3) Each participant understands the roles and responsibilities of the unit teacher, unit leader, and principal in the multi-unit organization."

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Workshop sessions focus on "operationalizing" each step of the IPM. Observation of participants by workshop staff may serve as a means of evaluating participants' progress in relation to the program objectives. The developers note that, during the final review of the workshop, "an evaluation form may be used . . . to evaluate the workshop."

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The developers clearly identify the resources needed for implementation of this workshop. They explain that staffing must be assigned according to the numbers of participants, that printed materials must be duplicated for handout, that room facilities appropriate to group size must be arranged, and that audiovisual equipment (a filmstrip projector, overhead projector, screen and cassette tape player) must be acquired. A "Workshop Staff's Agenda" charts the materials which are needed for each of the 21 sessions and gives the approximate time needed for each. The workshop is designed to be completed in one day.

5.2 Distributor name/address:

CCL Document Service
R&D Center, Room 796
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-4200
Note: Ordering information on filmstrips may be obtained from the publisher (see 2.0).

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ONE-DAY INSTRUCTIONAL PROGRAMMING WORKSHOP	$59.70*	no		
Booklet of same title	$4.75	no	1 per staff member	yes
Individually Guided Elementary Education: Concepts & Practices	$14.95	no	1 per staff member	yes
IGE Implementor's Manual	$40.00	no	1 per staff member	yes

Note: Ordering information on filmstrips may be obtained from the publisher (see 2.0).

*Excluding cost of filmstrips and transparencies.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The one-day program was developed by the Wisconsin Research and Development Center for Cognitive Learning as an IGE staff development project. According to the developers, the work of the R&D Center is "organized around one unifying theme, Individaully Guided Education." The title page of the program book credits the following: James J. Heffernen, Nancy A. Evers, M. Lynn Karges, Walter E. Krupa, Dennis F. Moncusi.

6.2 How developed and when:

The Wisconsin R&D Center is, according to the main booklet, "supported with funds from the National Institute of Education; the Bureau of Education for the Handicapped, U.S. Office of Education, and the University of Wisconson." The program is one of many materials developed by the Center on Individually Guided Education.

6.3 Evidence of effectiveness with users:

No results of field testing are offered by the developers. According to the developers, IGE has itself "been researched, developed, implemented and evaluated in hundreds of schools during the past decade."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program design is very appropriate to its purpose, and participants should acquire basic IPM concepts as a result of using it. The program has a specific target audience--those who are entering the changeover or refinement phases of IGE implementation--and is therefore not adaptable to a variety of users. It is primarily intended for staff members of a single school. It may also be used by staffs of several schools. The program booklet is highly organized and graphic in detail. The text is well-structured, fast-paced and of good technical quality. The Implementor's Manual is extremely thorough and provides lists, graphs, checklists and schedules.

Content accuracy/social fairness/community acceptance issues:

There are no apparent transgressions in these materials in regard to racial or ethnic fairness.

Community acceptance problems should occur only where IGE itself is at issue.

Overall summary/comment:

The program is very specific in its intent and is applicable only for those at an advanced stage of IGE implementation. Certain resources which are used with the program (i.e., the text, Individually Guided Elementary . . .) have a wider range of appeal, and may be helpful to people who want to become familiar with IGE or who are at the beginning stages of implementing IGE. This program must be administered by trained IGE implementors, and therefore will take a considerable amount of organizational effort on the part of users. Its strength, in addition to its excellent program structure, is its brevity.

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